

to report that it is "a delicate matter to inquire into."

A new State, New Mexico, is soon to be admitted. Her "share" of public land for educational purposes will be about 400,000 acres. Shall that be wasted also, or shall its management be so supervised by the general government that legitimate results will be secured? Here is work for the Bureau of Education, the necessity of which no tax-payer will deny. Will it pay?

We have paid out, it is estimated, eight millions for education among the Indians. The official records show that a very large proportion of this money has found fruition elsewhere than in the minds of the Indian youth. It has been disbursed by the same agencies which have so mismanaged Indian affairs that every dollar spent for the civilization of the savages has been balanced by another to kill them. These agencies have been generally indifferent, sometimes hostile, never hopeful, of educational effort. Therefore all work has been spasmodic, subject to no competent uniform supervision, entrusted to unworthy, incompetent teachers, in very many instances, and the results are proportionate. The money of the people has been wasted in the past. It may be saved by care in the future. Here is more work for the Bureau of Education.

An annual incident of our postal system is a deficiency of two to three million dollars, met by taxation, necessary because we have 10,000,000 people in this country who have no use for the mails, for they can neither read newspapers nor write letters.

It is the duty of the general government to provide educational facilities for the District of Columbia and the several territories. How has this duty been performed?

At the Capital the system of education in vogue is so excellent that the Turkish Ambassador is able to declare truthfully, that it is inferior to that of his country. Twenty thousand children in the District are reported houseless—so far as school houses are concerned.

The educational status of our territorial communities is a national reproach. A single instance will suffice to prove the truth of our assertion:

New Mexico was annexed twenty-

four years ago. Of course, with the aid and under the influence of "the freest and best government on earth," these years have witnessed grand developments of intellectual activity—the general diffusion of knowledge and enlightenment of the people, so that New Mexico, about to be admitted into the Union, has laid broad and deep the foundations of the State on popular intelligence. The parent government having taught the child, is going to make it a partner. What capital does it bring? What virtue and intelligence do its citizens boast? Alas! we find no evidence that the parent has educated the adopted child. It speaks now, twenty-four years after its adoption, a foreign language. The census of 1860 measures its intelligence as follows:

Population over 20 years of age.....	40,917
Population over 20 years of age unable to read and write.....	32,758
Population over 20 years of age able to read and write.....	8,159
Children of school age.....	29,324
Children of school age not in attendance at school.....	27,858
Children of school age in attendance at school.....	1,466

Between 1850 and 1860 the population increased 34 per cent. Allowing the same ratio the past decade, and we find we are about to admit into the Union a State where there are four voters who cannot read their ballots to one who can! The Government, by failing to provide a system and efficient supervision of education, is responsible for this startling result. Here is more work for the Bureau of Education in the vast Territories rapidly filling up, and under the present system of neglect filling future States with ignorant, vicious populations. The safety of our nation demands that this work should be no longer neglected.

We may as well admit the logic of facts. The ratio of illiterate is rapidly increasing. The very existence of our free school system, the palladium of our liberty, is threatened by the covert assaults of a large and increasing element, opposed to the diffusion of knowledge. Cities, assembly, senatorial, even congressional districts, are governed in a manner compared with which the "rotten borough" system is immaculate purity. A law-breaker, whose wealth means the ruin of others accomplished in defiance of law, casts thirty thousand votes and holds a seat as a law-maker, in our national legisla-

ture. These things have a meaning—the coming struggle between ignorance and intelligence. The former is recruiting its forces in the benighted districts of Europe, and gaining strength in every neglected spot of our own land. Its forces hold the metropolis of the country; they occupy in strong positions and numbers every large city; they infest every Territory; they riot under the shadow of the Capitol. Every one of them that carries the ballot, has in it a weapon with which to destroy our government. The friends of education are idle. Unless they wake from their apathy, we may live to see the triumph of ignorance and the destruction of our loved Republic.

THE CHILDREN OF THE POOR.

FROM THE FRENCH OF VICTOR HUGO—BY ALGERNON C. SWINBURNE.

Take heed of this small child of earth;
He is great: he hath in him God most high;
Children before their fleshly birth
Are lights alive in the blue sky.

In our light, bitter world of wrongs
They come; God gives us them a while.
His speech is in their stammering tongues,
And His forgiveness in their smile.

Their sweet light rests upon our eyes.
Alas! their right to joy is plain,
If they are hungry, Paradise
Weeps, and, if cold, Heaven thrills with pain.

The want that saps their sinless flower
Speaks judgment on sin's ministers.
Man holds an angel in his power.
Ah! deep in heaven what thunder stirs

When God seeks out these tender things
Whom in the shadow where we sleep
He sends us clothed about with wings,
And finds them ragged babes that weep!

EDUCATION AND IGNORANCE.—Work in the Bureau of Education under the care of GEN. EATON has begun in earnest. A statement has been made up from the last Census, showing the condition of the voting population in 1860 in regard to their ability to read and write for each State, and the additions which will be made to this class by the adoption of the Fifteenth Amendment. The tables are designed to show the fearful predominance of ignorance in many portions of the country, and the necessity for an efficient school system. Tables have also been arranged to show that postal receipts, new inventions, and internal revenue receipts all decrease in direct proportion to the increase in the number of the illiterate.

LEARNING TO READ.

BY RICHARD RANDOLPH.

"Festina lente."

ANY useful rules are prescribed by rhetoricians for such management of the voice, the features, the limbs, and the whole person, as may conduce to an intelligible, graceful and impressive style of elocution. These all doubtless may have their place for the correction of secondary defects; but there is one primary rule which is of importance as enforcing, if not as superseding many or all of those secondary ones. A suggestion of this may be found in the Quaker, Thomas Elwood's account of his service as reader to the sightless author of *Paradise Lost*. "Having a curious ear," says he of his illustrious friend, "he knew by my tone when I understood what I read, and when I did not; and accordingly would stop me, examine me, and open the most difficult passages to me." In this simple anecdote we may find the royal rule of reading, and of every other branch of learning. It is: Be not precipitate. Do not pretend to make progress when your thoughts cannot so keep pace with the development of circumstances as to find in them light, order and confirmation, rather than darkness, confusion and discouragement. *Festina lente*—rush gently! Cultivate not activity at the expense of sensibility, or action will surely become spasmodic and incoherent. I state these rules dogmatically, not fearing that they will be gainsaid by any, deeming, indeed, the very mention of them superfluous save as preliminary to a further inquiry. That inquiry is, How shall we cultivate in ourselves and others that gentle power and truly divine gift of sensibility and intuition which not only precludes the stagnant workings of self-conceit, but preserves the onward movement of the mind from precipitateness and consequent confusion?

Like all questions which are once distinctly conceived and earnestly propounded, this will be found almost to answer itself. The spiritual patience and spiritual diligence which at once wait and work for the promise of spiritual results, are doubtless ever necessary

to keep the lower faculties of our nature in subordination to the higher, and to prevent the mind from assuming the dangerous headlong attitude. To the mind, as to the body, there is a head as well as feet, which head should not anticipate the function of the feet. The dispositions which guide our mental movements, and which are themselves under our control as we jealously watch ourselves, should be ever content with present attainment, while ever wakeful and confidently hopeful of new accessions of intelligence. To adopt the somewhat technical but now inevitable phraseology of metaphysical science, objective truth must be made the vehicle of subjective truth. The kingdom of Heaven is within us, so far as we may be at all conversant with it. By seeking for any ultimate result out of ourself, or by studying external objects and their derivative impressions otherwise than as the occasions of an interest to be developed within ourselves, we subvert this divinely ordained method, and reap inevitable bewilderment. It is thus no mere play upon words to say that in all reading as in all other study, an intelligence of the subject implies an intelligence of the agent, the true subject being inseparable from himself. The old as well as the young must be taught to think with the coherency which belongs only to the divine order of truth in any department of knowledge, before they can be expected either to express themselves coherently, or to read the utterances of others appreciatingly. The profusion of ill-arranged scientific data with which the intellect of the present age is encumbered, is indeed a sorry pretext to be alleged, as we sometimes hear it alleged, for rejecting the aid of metaphysical system as a clue to the otherwise distracting labyrinths of learning. By its aid we shall obtain relief perhaps from the most unexpected quarters, and doubtless by the simplest modes. How many a bug bear rule of arithmetic, for instance, may be expected to topple from its artificial throne, when the student is disciplined at the outset to distinguish the comparatively objective processes of addition and subtraction from the comparatively subjective ones of multiplication and division, and to appreciate, as is necessary, before he can truly master even the

principles of enumeration, the width and depth of the chasm which separates those so-styled rules, and the power of the "winged words" by which it is passed over. How will the tedium and difficulty of the details of calculation disappear before the interest which is awakened by the consciousness that in realizing the difference between the concrete multiplicand and the abstract multiplier, he is exerting the highest prerogatives of his nature, and thereby touching the ground of all the mysteries of life, of science, and of expression! The relations of reason and custom, of power and attainment, of meaning and symbol, which are thus brought into view as a part of the sexuality of mind, possess an interest which may be more prolific of good and more preventive of evil, and so more elevating in its tendency, in proportion as those relations are early exhibited and recognized; and, whatever be the field of observation, their appreciation is most readily attained by the state of composure and the work of concentration, without which we can never approach the universal relations of our subject. Let us ever remember that all learning is a sort of reading, and all action a sort of expression.

Books.—Good books are shields to the young. Temptations are blunted on them which otherwise would pierce to the quick. A man who draws sufficient pleasure from books is independent of the world for his pleasure. Friends may die. Books never are sick, and they do not grow old. Riches melt away. Books are in no danger of bankruptcy. Our companions have their own errands to execute, and their own burdens to bear, and cannot, therefore, be always at hand when we need company. But books never need go out from us. They are not sensitive to our neglect; they are never busy; they do not scold us, and they do welcome us with uniform and genial delight.

THE Archbishop of St. Louis is said to be the most learned and influential English-speaking prelate in the Oecumenical Council.

As the shadow of the sun is largest when his beams are lowest, so we are always least when we make ourselves the greatest.

WHY, WHEN AND WHERE.

Words by Mrs. M. B. C. SLADE. Music by GEO. F. ROOT.

TEACHER. CHILDREN.

1. Children, children, why do you sing? Oh, we sing because we're mer-ry, Be-cause our hearts are
light; Be-cause the earth is cheer-y, With buds and blossoms bright; And the clear and shin-ing
heav-en smiles, blue and fair a-bove; And God to us has giv-en A hap-py home of love.

2.
T. Children, children, when do you sing?
C. Oh, we sing in early morning,
When we from sleep awake,
While birds, at dewy dawning,
Their joyous carols make.
So we join their tuneful measure,
At night, in even song.

And notes of glee and pleasure
We trill, the whole day long.

3.

T. Children, children, where do you sing?
C. Oh, at home and school we're singing,

And in the church so fair,
Our voices sweet are ringing
In hymns of praise and prayer.
So we learn to praise the Giver
Of every good, below;
Till, by and by, forever
To dwell with Him we go.

TEACHING.

BY J. A. SMITH.

TEACHING is as we choose to make it—the most tiresome and irksome task, or the most pleasant which we may be called upon to perform. A teacher's life presents a scene ever varying. It has its bright sides as well as its dark—its eminences of pleasure as well as its depths of care and despondency. It has its dark clouds of discouragement, but oft-times these same clouds are dispersed by the bright gleamings of promises and joy. There are moments when a thousand little nameless cares and anxieties come over us, and seem to quench every gleam of hope. Hours there are, I think, in every teacher's life, when wearied by anxiety and labor, depressed by indisposition, we would gladly fly from the school room, never again to enter—resign our teachers' sceptre for the most unremitting toil of the humblest occupation. But this is only looking at the dark side of the picture, and though it is true that some of the most able and devoted of our numbers, if not all, are subject to these seasons of depression, yet we find them common in all professions—a lassitude to which all are liable. They

are but "blue clouds," or "clouds of the blues," and will soon pass, leaving us to bask in the sunshine of Heaven and in the smiles of those around us. There are those who consider the teacher's life barren of enjoyment or recompense. (As to the recompense, if we expect it all in greenbacks, we shall be disappointed.) But such, I think, have not a heart for the work. So far from being dry or irksome, it may and should be made one of the most agreeable. The very confinement and seclusion of the school-room fit the teacher to enjoy with a greater zest the delights of recreation. As we step forth the very Heavens above us seem purer, the sunset brighter, and the entire world more lovely. This is no fancy picture. Many a teacher will echo back these sentiments as they retreat from the day's toil. And why should not our lives be thus refreshed and invigorated? None so much need the beauties of Nature, the refinements of art, and the stimulus of literature to encourage and sustain them in the performance of duty. But as we toil on from day to day, surrounded by young, happy and loving hearts, whose beautiful, undeveloped minds are laid open before us for cultivation, is there not enough to stimulate us to do our best? We are set before the world as guides

for the young, and in taking upon ourselves the responsibilities of teachers, we should ever bear in mind that to our care is confided the discipline of these minds. Our work is more than worldly—it is divine, for while we are striving to improve the present condition of our pupils, we are also implanting sentiments in their young and tender minds which will tell for good or evil in another world.

And now, I will only repeat to my co-laborers the sentiment with which I commenced, that teaching will be as we make it. A laborious, self-sacrificing life it ever must be, but not a thankless one. In this teaching surpasses all other professions. Every day brings its own reward—a reward that cometh not from earth, but from the Great Teacher above. It is conscience, as with her approving smile she overshadows the labors of months and years gone by, and sweetly whispers the welcome plaudit, "Well done, thou good and faithful servant."

LINNEUS, Mo., April 20.

UNINTERRUPTED sunshine would parch our hearts; we want shade and rain to cool and refresh them.

INDECISION mars all success; there can be no good wind for the sailor who knows not to what port he is bound.

TEACHERS' BUREAU.

The applications for good teachers in the West and Southwest to this office, have become so numerous that we have determined to establish a "Teachers' Bureau." Those desiring teachers are requested to state as briefly as possible—

1. Salary.
2. Length of school term.
3. Qualifications required.

Teachers desiring positions, and those desiring teachers, will thus be brought directly in contact at once, and we shall hope to make the Bureau of essential service to all parties interested.

As we shall charge no fee, at least for the present, persons communicating with us will please enclose stamps for return postage.

TEACHERS WANTING SITUATIONS.

No. 26.—By a young gentleman, as a teacher in a good graded school.

No. 27.—By a gentleman as teacher in a college, seminary or first class public school; has had several years' experience, and will teach any of the branches of the scientific and classical courses of our best colleges and seminaries.

No. 28.—A young gentleman wishes to teach in a grammar school; has had four years' experience, and can give good recommendations.

No. 29.—A young gentleman desires a place as assistant, to teach the mathematics and sciences; is willing to take Latin and some of the English branches, if required. Has taught five terms, and can bring good recommendations. Salary must be good.

TEACHERS WANTED.

No. 10.—A good teacher for Missouri; salary \$75 per month.

THE TEACHER'S INFLUENCE.

We can scarcely form an estimate of how much a teacher can influence the pupil. Of course some can and do exert more influence than others, and knowing that they have this influence, it becomes them to do all in their power for good.

Many pupils will follow the steps of the teacher implicitly. Ask them why they do a certain thing, and they will tell you it is because the teacher does it. They quote the teacher as authority at all times. Ask them how they know a thing to be so, and they will say, our teacher told us.

Thus teachers become a law to the pupil, and they will always claim that the teacher is right. Teachers should treat their pupils kindly at all times, and they will always be glad of an opportunity to help you in any way.

Kindness will be successful where all other means will fail, and it becomes teachers, if they wish their influence to last, to govern by kindness.

N. J. SHEPHERD.

LEBANON, ILLS., May 2, 1870.

ALABAMA.

IMPORTANT TO TEACHERS.—The following act passed by the late Legislature of Alabama, will prove to be of value to a number of School Teachers:

An Act making an appropriation to pay teachers who taught schools during the scholastic years of eighteen hundred and sixty-six and eighteen hundred and sixty-seven.

Be it enacted by the General Assembly of Alabama, That the sum of two hundred and eight thousand six hundred and seventy-nine dollars and thirty-eight cents, be and the same is hereby set apart and appropriated out of any money in the Treasury not otherwise appropriated, to pay the amounts due as per appointments to the various counties in the State for schools taught during the scholastic years of eighteen hundred and sixty-six and eighteen hundred and sixty-seven.

The *Alabama State Journal* reports a commendable degree of progress in educational matters in that State. The editor says:

Our school arrangements for the present year are better, and reports will be exacted from every one connected with the school system of a character that will enable the State Superintendent to make a showing in detail of everything that has been done in the great work of public education. The number and locality of schools, number and average attendance of scholars at each school, cost of each scholar, number and grade of teachers, etc., will appear; meantime, information in regard to any particular matter will be furnished with pleasure, and any complaint be respectfully heard by the State Department of Education.

ILLINOIS.

SOUTHERN ILLINOIS NORMAL UNIVERSITY.—We acknowledge the receipt of an invitation to be present and participate in the public ceremonies of laying the Corner Stone of the Southern Illinois Normal University at the City of Carbondale, on Tuesday, the 17th day of May. Governor Palmer, delivers the Address on the occasion.

LOUISIANA.

The *New Orleans Republican* of late date says:

"The State Board of Education, which has been in session in this city for the past few days, adjourned yesterday. Its members have taken themselves to their respective school divisions, to put the new school law

in full operation. From the record of its proceedings, we see that the members mean to make this year one of marked usefulness in the work to which they have been appointed. The gentlemen composing the board are all known to be devoted to the cause of education. They have determined to comply with the law and the constitution under which they act; and, judging from the rules and regulations adopted, it will be seen that they mean to use common sense as well as devotion to the law, in discharge of their duties."

MICHIGAN.

During the past year in the State of Michigan, schools were kept in 5,052 districts, and were attended by about 270,000 children. The average length of the schools was 6 3-10 months. They employed 2,354 male teachers, at an average salary of \$47 71 per month, and 7,892 females, averaging \$24 55 per month. The total expense was \$2,388,112.

MISSISSIPPI.

A friend ordering THE JOURNAL OF EDUCATION, from near Osyka, Miss., says: "I am free to state that your paper is one of the most valuable and important journals which comes into our State. Our school system is in rather a dilapidated condition, but there is a great change for the better. THE JOURNAL will be a permanent help to the West and South, and I shall work to increase its circulation."

Yours truly, S. N. D.

THE FREEDMAN'S SCHOOLS.

The report of Rev. J. W. Alvord, Superintendent of Education in the Freedmen's Bureau to Gen. Howard, show that the freedmen have made marked progress during the past year. The same eager desire for learning is shown among them in all parts of the South. During the year 1869, the increase in the number of schools was 739, and in scholars 28,876. It is claimed, however, that this increase in numbers, by no means measures the educational progress. There is a growing thoroughness in teaching, which was impossible four years ago. Punctuality and steadiness of attendance begin to be recognized as virtues; the character of the schools has been greatly improved, and there been a decided improvement in the qualifications of the teachers. The Normal schools have increased since 1866, from eleven to thirty-six, and have now 3,347 pupils in them, fitting themselves as teachers.

The Journal of Education.

J. B. MERWIN.....Editor.

ST. LOUIS, MO. : : : : : MAY, 1870.

TEST EXAMINATIONS.

WE published in our last number an article from an esteemed contributor on this subject, which is one to which too much prominence cannot be given. Any means that can be adopted to secure greater competency and efficiency in teachers, whether it be better compensation, more thorough system or training, or simply the adoption of a higher standard and better tests of efficiency, deserves careful consideration from every school officer. The necessity for this last is becoming constantly more apparent, and this will, of necessity, in a short time, compel the adoption of the other measures.

What sort of examination affords the best test of a teacher's qualifications, is somewhat in dispute. One Superintendent thinks he can take half an hour's ride in a buggy with any applicant for a position and by his or her general conversation determine his or her qualifications, and give a certificate accordingly. There is some reason in this. Many a young person who could not answer ten per cent. of the questions propounded on technical topics, might evince a wealth of general information, and a capacity for imparting knowledge that would justify a first grade certificate. General conversation develops these, while interrogations out of the text-book might result in a total failure.

The greatest objection to this and other informal methods of examination, arises from the possible injustice it may do; and to do justice to all, no plan equal to the written examination has been proposed. The applicant, seated by himself, with a series of test questions before him, has not only the opportunity of indicating his knowledge of the main topics, but with time for deliberation such as he cannot have in an oral examination, is able to shape his answers so as to exhibit his general knowledge and culture. He is able often, in the time allowed him, to collect his thoughts and answer questions which otherwise he would have failed utterly to answer.

The fact that written examinations have been adopted in the best colleges, is a sufficient indication of what is thought of them among men who have made this subject a life study. Any other argument is almost superfluous.

There is one phase of the subject however worth mention, to which we briefly allude. The papers written by the applicant remain on file, whether he is accepted or rejected. Here is the ground of it, to which the examining officer and the examined can, in case of dispute or dissatisfaction, equally appeal. This relieves a Superintendent of a heavy weight of responsibility, and at the same time becomes a bar in the way of partiality or prejudice.

There are one or two bills before Congress to provide test examinations for candidates for positions in the civil service. These have our warmest approval, and sooner or later, if we are to have our public affairs economically and judiciously administered, one or other of them must be adopted. What is most to be feared is that improper standards of qualification may be fixed upon, or a method of examination that will imperfectly determine the capacity of a candidate. Both the standard and method are essential to the success of any such system, and we trust Congress may not overlook either.

ADVERTISING.

We publish the following, which we clip from *Appleton's Journal*, not because any fault has been found with us on this matter, but for the real value of the suggestions made to our patrons in regard to advertisements.

There are certain complaints publishers of periodicals are apt to receive from subscribers, which are so unreasonable, that we must crave the indulgence of the reader in a little space to reply to them. These complaints are levelled against the appearance of advertisements in their favorite Journals, the assumption apparently being that, having purchased a copy of a periodical, or subscribed to it, the length and breadth of the sheet is the reader's property, and should be filled with literature. Now, to these complaints or assumptions there are two answers. The first is, that by means of the revenue from advertisements, the publishers are enabled to give their subscribers a far more valuable journal than they otherwise could afford to do. With very many periodicals the greater part of the cost of illustrations and contributions is paid for by the advertisements, the sheet itself being sold for little more than the bare cost of the white paper and the printing. The subscriber is really obtaining, for almost nothing, that which costs a large outlay; and the advertisers, instead of being objects of his denunciation, are entitled to his gratitude. *

* * * Advertisements are really im-

portant in a journal, being, in fact, only so many items of information which it is desirable for people to know. Advertisers could not afford to advertise—and they pay large prices—if there were no response to their advertisements; and if responses come, the evidence is complete that the advertisements have been not only important to the advertiser, but useful to the reader. The advantages thus are entirely mutual. The reader often discovers in the advertising pages an announcement of new books that, as an intelligent man, he desires to be informed about, and which, in many cases, are of interest to him, or, possibly, of value to his business; he finds the particulars of a new household utensil, the purchase of which will abridge the labor or contribute to the comfort of his family; he learns the prices of apparel, and thus is enabled to employ his means judiciously and to the best advantage in procuring articles of the kind; he gathers information as to various forms of investment, by which he may place his reserved money in the best securities; in short, the advertising pages supply him with no little information vital to his comfort, or important to the right understanding of things about him. A journal without advertisements is incomplete, and keeps away from its readers many things they ought to know. Advertisements are a chronicle of the world's progress; they exhibit its industrial activity, and show what is doing in the world of thought, of invention, and of art.

WHO PAYS THE BILL?

The "official organ ring" at Jefferson City, publicly acknowledge that they have sent out *thirty-five thousand* blank forms of various kinds and *twenty-five thousand* copies of the "bogus" school laws containing the interpolated fraudulent section by which they claim authority not only to dictate to school officers what records and blanks they shall buy, but to "compel" them to buy those in which they are interested. Who pays the bill?

THE office of teacher is the most important one to society. It works on the most susceptible minds and makes impressions as lasting—not as time alone—but as eternity. Its influence reaches the humblest cottage and the proudest mansion. It controls the people, and the people control Congress, Presidents, Kingdoms, and Empires. There is no public work on hand in which so much interest really exists, from which so much power radiates, as that of teaching the children in our schools. Teachers, then, should respect their office, claim respect for it, and dignify it by the highest personal culture, the noblest examples of right doing, and in the most earnest and constant zeal.

KEEP your temper. The cold hammer moulds and masters red-hot iron.

THE memory of good actions is the starlight of the soul.

State University—Agricultural College— Location Completed—Final Action.

It will be remembered that by the act of the Legislature passed last winter, locating the Agricultural College at Columbia, in connection with the State University, the county of Boone and town of Columbia were required to give as a bonus for the location the sum of \$30,000 in cash and six hundred and forty acres of land convenient to the present University grounds, as the Agricultural College Farm.

Commissioners were also appointed by the same act to meet at Columbia, within a given time, and determine whether the foregoing conditions had been fully complied with. This final act of location has been performed by the acceptance on the part of the Commissioners of the money and lands proffered by the county.

The following Commissioners, viz: Edward Wyman, Philemon Bliss, J. W. Matthias, R. L. Todd, and Paul Hubbard met at Columbia on the 3d day of May, in pursuance of previous notice, and proceeded to examine the land and the titles to the same, and also to see that the money was properly deposited. After such examination, and certifying to the correctness of the title papers to the land and that the money was duly paid over to the credit of the University, they certify in the following terms: "That having examined said tract of land, we found the same handsomely improved with valuable buildings, diversified with a variety of soil, well watered and timbered, and admirably adapted for the uses and purposes of the Agricultural and Mechanical College; and we further certify, that in the extent and character of this part of their donation with the amount of money they have expended to secure it, Boone County has fully and honorably met every reasonable expectation, and satisfactorily complied with the obligations incurred to the State in the matters of the location of the Agricultural College."

This remarkable declaration, in an official document, made at the instance of the Commissioners from distant parts of the State, is most honorable to Boone county, and shows her worthy to be the site of a great institution of learning.

The land cost the county \$60,000, which with the cash gift of \$30,000, makes the total of \$90,000. The County Court, with almost perfect unanimity on the part of the people, ordered the issue of \$80,000 in 10 per cent. bonds, and the people of Columbia \$10,000 in like bonds, the whole being in value equal to cash.

On the land are several houses, one of them being a very elegant mansion, worth \$15,000 or \$20,000, and which will be of immediate use to the University for the accommodation of students. There are also on the grounds two large vineyards, one planted by Prof. Swallow and the other by Major Rollins.

It is a noble domain—affords every variety of soil—is sightly—and with some improvements, will not be surpassed (if equalled) by any other Agricultural College farm in the United States. Several gentlemen, from other States, of high scientific attainments, as well as agricultural and horticultural tastes, are most enthusiastic in praise of the selection.

It is to be borne in mind, that by the terms of the law, this land can never be alienated or converted to any other uses than those for which it was given. It remains to the State forever for the high purposes of scientific and agricultural education.

Hail University of Missouri!

We may now hope to have a University of the highest grade. Let all Missourians cherish it with a worthy State pride, and strive to build it up.

WASHINGTON COUNTY.—We have had the pleasure of examining the plans of the "Bellevue Collegiate Institute," as drawn by Messrs. Maurice & Dickinson, architects, of this city, under the supervision of Prof. B. S. Newland. The building will make a splendid appearance, and will be most admirably adapted for the co-education of the sexes. The people of Washington county may well be proud of it, and it furnishes another proof of the interest felt in the State on this great question of the education of the masses.

Caledonia is located in a healthy, quiet section, and the new building will attract a large number of people there who desire to give their children a classical education.

ST. LOUIS LAW SCHOOL.

The graduating exercises of the law department of Washington university took place at the Polytechnic institute, on Monday May 9th. There was a large attendance, the audience embracing many of the most distinguished lawyers and judges of the city.

Rev. Dr. Eliot opened the exercises with prayer.

Hon. Albert Todd addressed the students on the attainment of success in their adopted profession. He adverted to constant studying, and familiarity with the latest decisions of courts in this country and Great Britain as necessities, and urged the importance of an arduous cultivation of classic literature and knowledge of the physical sciences. He recommended the acquiring of a fund of anecdotes, allegories, and parables, and alluded to the availability of the Proverbs and Æsop's fables for the purpose.

Mr. Alfred A. Paxson, one of the graduating class, delivered the valedictory address.

Hon. David Wagner, of the advisory and examining board, addressed the class. He alluded to the frequent inadequate preparation of persons entering the profession of the law, and spoke of the importance of a thorough legal education. He remarked that nothing is more rapid in its pace than the science of the law. He spoke of the management of causes, and recommended his hearers not to fritter away their strength on immaterial issues, but seize upon the important questions upon which the case depends. He dwelt on the preserving of the utmost fidelity to clients, and upon integrity and strict honor.

The degrees were then conferred upon the following graduates:

Edward P. McCarty, St. Louis; Edwin F. Bayley, Waupun, Wis.; Lewis B. Beach, St. Louis; Nathaniel C. Dryden, Warrenton, Mo.; William T. Marsh, Warsaw, Ky.; Otto W. Meysenbury, St. Louis; Richard H. Norton, Troy, Mo.; Alfred A. Paxson, St. Louis; Wm. T. Richmond, Hannibal, Mo.;

Dr. Eliot spoke a few words to them, and the exercises were brought to a close.

ONE man's fault is another's lesson.

NOT A SUCCESS.

THE timely exposure by the press of the State of another "little scheme" in which Parker, Clark & Feathers are now engaged, has had the effect to put our people on their guard against them. This scheme is no less than an attempt to *force* our school officers to buy, at the expense of the State, a system of records, blanks, etc., in which these parties are interested.

So damaging to them have these exposures become, in connection with their previous attempts to gobble up the public money, that they have been obliged to take the field in person. To be sure, the State pays these men for their time with the expectation that they would attend to the public interests, but the people learned some time ago that the interests of the public were all the time made subservient to their own private interests. For a number of days Parker, Clark & Co. have been traveling at the public expense peddling school records, blanks, etc. We presume, also, that they will charge up a round bill for "traveling expenses" while peddling these things.

After a tour of several days, at the expense of the people, the trio met in St. Louis to compare notes, and found that they had almost persuaded one County Superintendent that it was best to buy these records in which they are interested.

School records are a good thing. They are a necessity. The provisions of the new school law are very clear and specific in saying (see chap. 37) that the *County Superintendent* "shall confer with county clerks, village, city and township boards of education, and directors of subdistricts as to their respective duties, see that they are supplied with the school law, with teachers' daily registers and blanks of *proper form* for making reports for the use of teachers in their several schools, and also with *suitable record books* and blanks for their respective offices, containing such forms and instructions as shall tend to secure correctness and uniformity in the keeping of their records and accounts, and making proper reports, the expense of which shall be paid by the county treasurer on the

warrant of the county court, whose duty it shall be to draw the said warrant for the amount of said books and blanks, upon receiving the proper vouchers from the County Superintendent." There is nothing in the above that gives the State Superintendent or his assistants any authority to *dictate* in this matter.

The fact is the Legislature refused to give these parties any control over this business. They had just been detected, exposed and repudiated in their efforts to "trick" that body into establishing an "Official Organ" at the public expense. We published the *facts* in regard to this transaction at the time, and the documents to sustain them. There had been nothing in the career of these parties either previous or subsequent to this exposure to warrant any intelligent body of men in placing any amount of money, great or small, under their control.

Honest men would have been satisfied with the law as it was passed and approved. Parker, Feathers & Co. were not satisfied with it. False provisions were interpolated into it, and then in addition to this fraud, they perpetrated another by publishing these false provisions as the "*law*" "corrected and approved." Are parties who stand convicted thus of a double fraud in order to get control of the public money, fit men to be leaders and instructors of our teachers. And if people endorse them, do they not endorse this attempt to perpetrate fraud?

The people *do not endorse* them. The press of the State rebuke and denounce them. Letters pour in upon us from every direction thanking us for exposing their nefarious schemes.

MISSOURI EDITORS AND PUBLISHERS' CONVENTION.—It is expected that the Annual Convention of the Editors and Publishers of Missouri, at Kansas City, on the 18th of May, will be a fine affair. The people of Kansas City, with their accustomed liberality, are making arrangements to entertain their guests in splendid style. The City Council have appropriated two thousand dollars to aid in the entertainment. A fine hall has been obtained by the Press of the city, in which the Convention will hold its session.

THE NORTH MISSOURI R. R.

THIS popular route to Kansas and California is attracting, as it deserves to, a large share not only of the local but of the through travel to the West.

The three through express trains to Kansas City, St. Joseph and Omaha make close connections and good time. Pullman's Palace Sleeping Cars are run on all the night trains, under the direction of Sup't Richards and his assistant, Mr. E. F. Williamson.

The President of the Pullman Sleeping Car Co. has been fortunate in the selection of assistants to manage their interests at this point. Both of these gentlemen are assiduous in the discharge of their duties, and careful that passengers receive every attention, so that traveling on this route is a real luxury.

It gives us pleasure in this connection to call attention to arrangements this company have made to issue excursion tickets to San Francisco and return. The officers say:

In compliance with the wishes of many prominent citizens, the North Missouri Railroad Company have made arrangements to issue clergymen's excursion tickets from St. Louis to San Francisco and return. These tickets to be supplied to clergymen and their families at \$118 each member, for the round trip, and will be issued on and after June 1st, 1870. The return trip to be made within sixty days. By this arrangement an opportunity will be afforded to congregations and Sabbath schools to present their pastors with these special tickets, and thereby enable them, during the warm weather and leisure season, to make the great trip across the continent, from the Mississippi river to the Pacific ocean, and thus enjoy the pleasure of a visit to the Golden State, and the wonders of the grand Sierra Nevadas, and the scenery of the Pacific coast. Any further information will be gladly given by E. R. Moffatt, at the North Missouri Railroad ticket office, 113 North Fourth street, or by either of the undersigned.

J. MEREDITH DAVIES, *Gen'l Pass. Agt.*
JAMES CHARLTON, *Gen. Ticket Agent.*
St. Louis, April 12, 1870.

We should send our dominie off on this trip without delay, but, as he is not exactly sound, we have sent him down to study natural theology with Rev. John Monteith, on the Iron Mountain Railroad.

The *Stockton Tribune* says:

The Stockton Academy has been refitted and is in charge of Prof. A. R. Nichols, who has as largely attended a high-school as can be found in any town of the size of Stockton in Southwest Missouri. Prof. Nichols is a teacher of the higher order, combining with his educational qualities an humble Christian character. He is respected by all, and all good citizens of Stockton wish him abundant success; not only for himself, but for the community generally.

SELECT THE BEST MAN.



State Superintendent of Public Schools is to be elected next fall. We need an honest, efficient, capable man to fill this position.

The salary fixed by law is scarcely sufficient to secure a person possessing the requisite qualifications, yet candidates for the place are already numerous. Among the more prominent aspirants for this position we mention at this time the present incumbent, Mr. T. A. Parker, and his assistant, Mr. Edwin Clark. Both of these parties have claims to consideration and possess qualifications which ought not to be overlooked. Whether after an examination these will prove to be sufficient to secure a nomination is another question.

These parties possess more than average ability. They both of them have a good address. They lecture well. They write well. They are more than pleasant in their intercourse—they are kindly—take pains to serve their friends. They have had, too, over four years' experience in administering the affairs of the office, which is the real test of their ability. On this record they must stand or fall.

The mistakes and blunders incident to youth and inexperience should be overlooked, but *integrity* of character should be insisted upon as an essential requisite for all our public officers, especially so of the State Superintendent and his Assistant. Just how the public will be convinced that there was no lack or loss of integrity in regard to the question of Mr. Parker's age, we do not know. The means taken to destroy evidence on this point are well known, and we have in our possession the affidavits made by the parties.

We think the public came to the conclusion that this was more than a mistake—more than a blunder. And later developments will tend to confirm this impression. Still we were of the opinion that these severe lessons in the school of experience had been of use to these parties, and that their other qualifications could be made available, until we were invited to visit Jefferson City last winter.

Then we learned that the Sub-Committee on Education had been in conference with these two men for some

time in regard to amending the school law so as to make it more efficient. They found them entirely at sea. After four years' experience in the office they had not a suggestion to make, not an idea to communicate. Had not found out that the law was defective. Did not know that any amendments were needed. The committee, after waiting about *two weeks* for suggestions from these parties, turned away amazed and confounded at their ignorance, incompetency and inefficiency. The whole time and energy of both Parker and Clark seemed to be given to the question as to how to manipulate the Legislature so as to get control of more money, and use it to re-elect themselves to office.

Teachers had not been paid—the school fund was being wasted—the law was contradictory in its provisions—everything was in disorder, and there was neither mind to comprehend what was needed nor force to carry into execution what law we had.

These parties supposed that others were as indifferent and inefficient as they were, and that nothing would be done, and we should *drift* as we had for four years past. Not so with the Committee on Education, or with the members of the Legislature, and steps were taken *at once* to amend the school law, and to put it into practical effect. Then Parker, Clark & Feathers got up a "Ring" to either control or defeat what was done, but when they found they could do neither, and their schemes were exposed, they began to assail the Committee on Education, members of the Legislature, and private individuals. They issued circulars against Mr. Harper and others, and charged the paper, printing, envelopes, &c., to the State, supposing that, by throwing dirt, they could cover up their inefficiency and divert attention from their rascality.

Do we not need something more and better than this for the next four years?

Public provision for educating all the children is not a despotic assessment, but money placed in a savings bank with the absolute certainty of the return of the principal and immense interest.

NEVER be ashamed to do a kind action to any one under any circumstances.

THE STATE SUPERINTENDENCY.



EDITOR JOURNAL OF EDUCATION: Your "Southwest" and "Not a Candidate," in the last issue of the Journal, have both "hit the nail on the head," and drove it effectually.

We too respond, give us a "practical educator" for State Superintendent.

We need and must have an honest man, but there are scores of honest men that are not *therefore* fitted for that position. We should seek a scholar—but not a book worm, nor a fossil. Give us a practical business man, an enthusiastic and devoted worker, or the cause of education must suffer seriously. No machine man can organize and energize our school system.

Your "Southwest" may possibly have a candidate. "Not a Candidate" may yet be one for aught we can prophesy. He has one qualification, at least, that is very desirable: he has the good clean sense to paint us an ideal in plain, strong English, and we rather expect has given us something of his own photograph, as most writers do unavoidably. Anyhow, we are prepared to say *amen*, and assure you that we have no candidate in the NORTHEAST.

Educational Intelligence.

BATES COUNTY.—Prof. Geo. P. Beard, Principal of the Central Normal School of Sedalia, writes to *The Tribune*, of this city, as follows in regard to the Teachers' Institute of Bates county, held in Papinville:

Here we met the County Teachers' Institute, and had a season of work, and pleasant social intercourse with the educators of that banner county. My expectations were high, but my appreciation for the Bates county teachers higher from contact and observation in this institute. They more than sustain their good reputation of excellence, and their chief, the County Superintendent, is in the foremost rank of educators and officers. An entire week was devoted to institute work; and it was work and not play. The standard qualifications of teachers there is high, and all seem agreed to sustain and elevate it still higher. Sham qualifications are not current in that county, and none are advised to seek positions as teachers there who cannot reasonably rely on real attainments, and a fitness to teach. We talked free schools in the evening, and arithmetic and grammar occasionally in the day services, and left Bates county wiser in the head, and sunnier in heart than when we entered it.

CEDAR COUNTY.—*Editor Journal of Education*: The fourth semi-annual session of the Cedar County Teachers' Institute has just closed, and has been

the most interesting session ever held in the county. It is gratifying to one interested in the cause of education to notice the change this county has undergone in educational matters in the last eighteen months. At the first session of the Institute, one year and a half ago, there were five or six teachers present; at the session just closed there were over twenty. There are four times as many school houses in the county now as there were then; and the old foggy ideas then so common, are rapidly disappearing or giving way to more advanced civilization. Respectfully,

JAMES T. FARRIS.

CARROLL COUNTY.—We are glad to notice that our brethren of the press all through the State are constantly giving items of interest in regard to the progress of the schools in their vicinity. The editor of the *Record*, at Carrollton, says:

We have been invited many times by the teachers of the schools of Carrollton and vicinity to visit their schools, but have never yet visited any save Mr. Anderson's. We intend, as soon as we can arrange our business so as to be absent from the office more, to visit the schools, and take note of their progress.

Mr. Turner urges upon the parents also the duty of visiting the schools. He says it gives life and animation to the children and encouragement to the teacher. It shows them both that you take an interest in their advancement, and in the methods of instruction used. Try it oftener, and see if you are not well repaid by the more rapid progress of the children, and the greater pains taken by the teacher.

GREEN COUNTY.—The citizens of Springfield held a meeting a few evenings since at the Court House for the purpose of taking steps to secure the location of one of the Normal Schools provided for by a recent act of the Legislature. They passed a resolution requesting the County Court of Green county to appropriate fifty thousand dollars for the purchase of the site and erection of suitable buildings for use of said schools, to be located at such point within the county as shall be determined upon hereafter.

JOHNSON COUNTY.—Our friend, Hon. N. B. Klaine, the editor of the *Standard*, at Warrensburg, has been visiting the schools and says, in the issue of May 5th, that "our school board has

been exceedingly fortunate in securing the services of able teachers, and we must say that our visit was agreeable and pleasant to us. The best order and system prevails, and no little credit is due the Superintendent and teachers, who strive in all their power, to make a school what it really should be—a blessing for the pupil as well as a pleasure for the teacher, and a gratification to the parent, who knows that everything is being done for the education of the child. Under the present management and excellent discipline in our schools, we may all feel proud; and without boasting, we do not hesitate to say that there are no better managed schools in Missouri than in Warrensburg."

JASPER COUNTY.—The *Banner* of May 12th says:

The Jasper County Teachers' Institute is now in session at the Baptist church, in this city. A large number of teachers are in attendance, Capt. Ormsby presiding. We welcome John C. Geyer, Superintendent Public Schools in Newton county, and his friend, John W. North, one of the most substantial and successful teachers of that county, to our city. On last evening the exercises consisted of an essay by Mr. Osborn, of our city, and a lecture by Rev. D. E. Jennings, Rector of Grace Church Parish. The essay was upon the Object of Education, and was well handled. Mr. Jennings chose as his subject, "Literature," and gave us an excellent lecture upon the subject. He came down very heavily and very justly on the trashy and vile literature which is scattered throughout the country.

Another feature of interest is also mentioned by the editor. He says:

The Glee Club entertained the audience with choice music, which seemed to be very well received.

Of course "choice music" is always acceptable, and adds largely to the interest and profit of those pleasant gatherings of the teachers.

MARION COUNTY.—Mr. John C. Ayres, the County Superintendent, gives notice that the Seventh Semi-annual Session of the Marion county Teachers' Institute, will be held in the Circuit Court room, at Palmyra, Thursday and Friday, May 19 and 20, 1870, and that all teachers, school officers and friends of education are invited to attend. The teachers of the public schools of the county will be expected to be present at the calling of the roll, on Thursday, at 10 o'clock. The citizens of Palmyra will extend their hospitality. Prof. Geo. P. Beard, of the Central Normal School, at Sedalia, and others, will be in attendance.

OSAGE COUNTY.—We learn from the *Unterrified Democrat*, that the Osage County Teachers' Institute will meet in Linn, Mo., at 10 o'clock A. M. Thursday, June 9, 1870, and continue in session three days.

All Teachers and friends of education in the country, are invited to attend.

RANDOLPH COUNTY.—A correspondent of *The Randolph Citizen* says:

Being desirous of gaining all the educational information possible, induced me to accompany our efficient Superintendent, Mr. G. F. Rothwell and Mr. W. H. Bibb, President of the Board of Education of the Huntsville district, to visit the public school of that city on Friday, April 8th.

We were welcomed by Mr. Aleck Phipps, the principal, in that cordial and hospitable manner which characterizes only that class to which he belongs. We found the school in a fine working condition, and under an excellent discipline. The recitations throughout were prompt, and the scholars showed that earnestness which proves beyond a doubt that their instructors are LIVE teachers. Mrs. Bettie Rothwell, the first assistant, has charge of the Female Department, which is very ably conducted, and I am of the opinion that the idea generally advocated that women are not competent to discharge the duties of teachers, will have to be abandoned.

On the matter of visiting schools, the same correspondent adds:

We learn, with surprise, that we were the first visitors that had visited the school since it had commenced its session. We do not propose to dictate to persons who ought to be interested, but encouragement to teachers cannot be given in any better way than by visiting the schools.


ST. CHARLES COUNTY.—Mr. Charles Beckington, one of the ablest as well as one of the most efficient school officers in the State, conducts an educational column in the *Cosmos* with spirit and success.

We are glad to see that at a school meeting held at Wentzville, it was agreed to unite the public funds of the district embracing the town with the academy, and have a ten months' session of the public school next year, the patrons to pay a *pro rata* tax to meet the deficiency that may occur.

SHANNON COUNTY.—Several public-spirited men of Shannon county have subscribed for a press and materials to publish a paper at Eminence. The county is rich in mineral and other resources, and the paper will set forth these and help to attract emigration; and, we hope, tell us all about the schools also.

WEBSTER COUNTY.—Mr. H. E. Phelps gives notice that the first session of the Teachers Institute, of Webster County, will be held at Marshfield, commencing May 23rd, and continuing one week. Every one intending to teach during the coming year, should make arrangements to be present during the whole term. School officers, citizens, and all others interested in education, are invited to be present.

TEACHERS' SALARIES.

HEN the people of any section demand economy, the first impulse of those school officers, who do not fully appreciate the duties devolving upon them, is to reduce the pay of the teachers. The laborer who receives but twenty dollars per month thinks the teacher well paid who receives twenty-five; the farmer whose income is all in hand when his grain and pork are marketed, and who lives upon that or his credit for the rest of the year, looks upon the teacher who receives a monthly stipend in cash as a capitalist. In short, there are many people, both in city and country, who feel that they are coining their life blood to pay large salaries to lazy men and women to spend six hours a day in a pleasant room with a few children.

It is not our purpose here to discuss the character and severity of the work that the teacher does, but simply to make out a case in equity, and present his just claims.

The business man is careful to see that his profits are commensurate with his investment, and the time required for his business. The teacher has the same weakness and the same ambition that influence other men. Most of them (allow us to use the masculine gender until Amendment XVI is promulgated) are the sons of poor but honest parents, as the biographers say. Frequently they have felt the "slings and arrows of outrageous fortune," and have passed through "a sea of trouble." They have, as a rule, spent from seven to ten years in preparation for the position they are expected to fill. For seven years at least they have toiled over their books; *the seven bright years of life* have been devoted to this task. *During this time they have earned nothing*; on the contrary, it is not unusual for a teacher to commence his life-work with a debt upon his shoulders which few young men would like to carry.

The blacksmith's apprentice works for two or three years, earning *something* all the time, and then works for full wages. The teacher has no such opportunity. He can, indeed, saw wood for those of his classmates who have wealthy parents, and whose means

will soon procure their entrance into some paying business, where the teacher's monthly salary will be more than reckoned in the day's profits. He can, perhaps, teach a winter school, and thus earn a little towards defraying his own school expenses; but in their own judgment, as well as that of their instructors, that time thus spent is fraught with evil. He will return from his winter school already wearied, and his work is but begun. Many a young man has graduated, his scholarship unrecognized, his talents unappreciated, because his strength has been expended in some backwoods town earning the few dollars that are to keep body and soul together for the balance of the year.

The teacher has given his time, his talents, and sometimes his life. *This is his capital*. He should have adequate return for this. He demands it, and in justice it should be granted to him.

It is not necessary to speak of the teacher's expenses. He has many which he might avoid. He often allows himself to be treated as the prey of every canvasser and solicitor, the benefactor and banker of the widow and orphan, and a sort of Santa Claus to everybody.

But, says the advocate of small salaries, there are plenty of men who will be glad to take these places for less money. This is true. But in no other business will the "cheap men" be tolerated.

Let the teacher have self-respect to demand a fair compensation for his labor; let school officers have the justice to pay teachers their due. There should be no more whining on the part of teachers that they are not half paid; no more threats, on the other side, to cut down. The teacher can find some place where his efforts will be appreciated, and school boards can find some one to teach for as little as they choose to pay.

THE POST OFFICE.—Another success is the post office, with its educating energy augmented by cheapness, and guarded by a certain religious sentiment in mankind; so that the power of a wafer a drop of wax or gluten to guard a letter, as it flies over sea, over land, and comes to its address as if a battalion of artillery brought it, I look upon as a fine metre of civilization.—[*Emerson's Society and Solitude.*]


PROBLEM.

ASPER, Livingston Co., Mo., May 5, 1870.

Editor Journal of Education:

As some of your contributors take quite an interest in the solution of problems involving *involutiones*, I wish to propose for their consideration the following: A cone, whose base is 24 inches in diameter, and whose slant height is 20 inches, has an inch rope wound spirally around it from the edge of the base upward to the vertex, with 3 inches between any two consecutive coils. Through what space does the bird fly that unwinds the rope, taking in her beak the end joined at the vertex, and keeping it level with that point in the surface of the cone at which the rope forms a tangent, the rope at all times to be kept tense. Also, through what space would the bird fly that unwinds the rope in a similar manner, commencing at the base? C. T. PARSONS.

THE NEEDS OF THE TEACHER.

TEACHER needs his library of professional books just as much as a doctor, who is not a quack, needs his work on medicine; or a clergyman his works on theology and the religious discussions of the times; or a lawyer, his numerous legal commentaries and reports. It is idle to expect that the business of teaching shall hold a high place among recognized professions until teachers themselves believe, and act as if they believe, that true teaching is both a science and an art, demanding profound and long continued study, involving principles and methods of great importance, and giving occasion for the exercise of the highest faculties and qualities of the mind and heart. So long as the mass of teachers ignore all professional reading, are content to go in the ruts which they have made or others have made for them, depend only upon certain stereotyped ways and means, without considering the principles upon which good teaching is based, they generally must fail to command that respect which ought to be liberally given to those whose chief work is to develop, instruct and adorn the intellectual and moral natures of the young.

We ought to draw what benefit we can from new educational publications, whether in the form of text-books or of periodicals. As an intelligent mechanic is quick to adopt new and improved tools appropriate to his trade, a teacher should be very ready to seize upon whatever good thoughts, principles and methods have been wrought out by other educators.

Book Notices.

PRINCIPLES OF A SYSTEM OF PHILOSOPHY in accordance with which it is sought to reconcile the more difficult questions of Metaphysics and Religion with themselves and with the Sciences and Common Sense. By Austin Bierbower, A. M. New York: Carlton & Lanahan. For sale by St. Louis Book & News Co.

Part first of this book treats of "The Original Forces"; part second of "The Possibilities"; part third contains "Applications to Theological Questions"; part fourth, "Applications to the Infinite, the Ideal, the Questions of Progress, and like matters."

The aim of this book seems to be to place on a firm basis the solution of the great problems of philosophy. The method that Mr. Bierbower pursues is the following:

He first investigates the world empirically, and picks up certain necessary laws, or "apodeictic" truths. Having found a realm of necessary relations which are entirely independent in their character—in other words, relations that are thought to be conditions of all existence and action, and whose opposites are impossible—next he identifies these necessary relations with the "Species, Ideas, or Types," such as Plato called "archetypes" and regarded as the forms all existence.

Armed with these categories he then proceeds to consider various problems in theology, such as "Sin, Evil, Foreknowledge, Providence, Prayer, &c." From these topics he ascends to the highest ground of all, and discusses "a perfect Being, or attribute."

Although these discussions are very able, yet their standpoint is not to be very highly approved by the Christian thinker. They are too mechanical in their results not to be hostile to the "Doctrine of Grace," out of which springs everything humane and progressive in modern civilization. Nevertheless, Mr. Bierbower is a brave thinker, and on a higher and more original platform than such writers as Mansell and Herbert Spencer. One could wish most heartily that this author had given more time to the study of Leibnitz or of Aristotle's Metaphysics. For in that case he could not have failed to find some corrective for the rigid necessity that subordinates all, even mind, in his system.

WINDFALLS. By the author of "Aspects of Nature." Philadelphia: 1870. For sale in St. Louis by Soule, Thomas & Winsor.

The author of the "Aspects of Nature" is none other than Richard Randolph, resident in Philadelphia, and one of the deepest minds among our modern mystic philosophers. "To this man the World's Secret has unveiled its awful depths," but the work in which he strives to reveal these depths to others is very much a sealed book to the uninitiated. A clear, transparent style, of such serenity and quiet dignity as one rarely or never encounters in the age of "penny-a-line" pamphlets and newspapers—this calm, elevated style, is all that the ordinary reader sees, or will see. The sense underneath, or the obvious purpose of the writer in the articles, will prove well nigh invisible. Our fast age of Pacific railroads and Atlantic telegraphs does not habituate itself to reading anything except such writings as he who runs may read, and this can befall him only in the case of such literature as "Drake's Plantation Bitters," and the like, painted in elephantine characters on the ledges along the railroad cuts. Impatience stings and goads the reading public, and the thousand "flying sheets and reams" which he must examine, at least by the title, in order to pass for a man well posted up in the latest publications, keep him incessantly on the wing, until he drops from sheer exhaustion. To find time to read a serene, contemplative book, written in the style of the masters among the old essayists—of this do not speak, for no one will respond. When you find a man ready to ponder a book of this order, weeks and months, you have found the strange personality that will penetrate the secret which the book reveals. It can be revealed to no one except "by fasting and prayer," or except by that preparation which insures spiritual elevation.

SKETCHES OF TRAVEL IN SPAIN AND PORTUGAL. By Hans Christian Andersen. New York: Hurd & Houghton. For sale by St. Louis Book and News Co.

Readers of Andersen's stories do not need to be told how much fascination the South of Europe has had for him. The shore of the Mediterranean seems to be as familiar to him as the North Sea, and his autobiography discloses the strong interest which he has always had in Spain and Spanish life. These travels have a special value now; they

were made recently, and contain exceedingly interesting accounts of nature and society.

WONDER STORIES AND TALES. (Two Volumes.) By Hans Christian Andersen. New York: Hurd & Houghton. For sale by St. Louis Book and News Co.

These two volumes contain the renowned Stories and Fairy Tales by which Andersen is best known. Hitherto no complete collection has been published, and the translation, in many cases from the German instead of from the Danish, has been very unequal. In the present edition the translation has been thoroughly revised, after the Danish edition, and the stories have been grouped in accordance with the principle adopted by Andersen. Thus in the former volume are gathered the stories, which in Danish would come under the title *Eventyr*; those, that is, in which the marvelous and fanciful predominate.

The latter of the two volumes of stories contains those stories and tales which have their basis more in fact, those that in Danish would come under the title *Historier*. Some of the best of Andersen's work is to be found in this volume; his "Picture-Book without Pictures," "Sand Hills of Jutland," "The Ice-Maiden," etc. The stories contributed to the "Riverside," not published in the preceding volume, are embraced in this, and the volume will be illustrated from original designs by American Artists. The two volumes together contain the whole of Andersen's shorter tales, and present the only complete edition in the English tongue.

A DAY BY THE FIRE. Boston: Roberts Brothers. For sale in St. Louis, by Soule, Thomas & Winsor.

Most readers have "a kindness for Leigh Hunt," and will thank the Messrs. Roberts for publishing *A Day by the Fire*. Hunt excels as an essayist, and in many of the papers in this volume he is as active, and bright, and happy as "a gold-fish in its globe of glass." Outside the pages of *Elia* it would be difficult to find a more charming specimen of the light and graceful essay than the article entitled *A Day by the Fire*. It is as bright, and sparkling, and beautiful as the fire it describes, and seems to have been written "to make the reader happy." The papers on Fairies, on Satyrs, on Sirens, and other fabulous beings, are written in the author's best

manner, and will delight all poetical readers.

THE BAZAR BOOK OF DECORUM. The Care of the Person, Manners, Etiquette and Ceremonials. New York: Harper & Brothers, publishers. For sale by E. P. Gray, in St. Louis.

Those who have been fortunate enough to read this matter in *Harper's Bazaar*, will be glad to get it in this compact form; and to those who have not so read it, "The Bazaar Book of Decorum" will come as an aid and sensible help at all times. It is practical, readable, and useful.

HISTORY OF THE PUBLIC SCHOOL SOCIETY OF THE CITY OF NEW YORK. By William Oland Bourne. New York: Wm. Wood & Co. For sale in St. Louis by Soule, Thomas & Winsor.

The history of the public schools in New York City deserved to be written for the instruction and warning of every State in the Union. It has been well done in the present volume, to which we will give a more extended notice in our next number.

SELF HELP. With Illustrations of Character, Conduct, and Perseverance. By Samuel Smiles, author of "The Life of George Stephenson," and of his son "Robert Stephenson." New York: Harper & Brothers. On sale by E. P. Gray.

This book ought to find its way to every private, as well as public, library in the land. Old and young alike, will find it interesting and profitable.

HEALTH BY GOOD LIVING. New York: Hurd & Houghton. For sale by St. Louis Book and News Co.

We wish this work could be read by all, and its contents remembered. Health is a prime necessity for every rational enjoyment, and health, to a great extent, depends upon "good living"—that is, food properly cooked and taken at proper times and in proper quantities. The careful reading of this volume would soon work a revolution in the quality and quantity of food we use, and instead of a world of invalids, and dyspeptics, and inefficient, we might have men, women and children full of joy, vigor and enthusiasm to do the world's work in the various spheres in which they are called to labor.

THE FIRST BOOK OF BOTANY: Designed to cultivate the observing powers of children. By Eliza A. Youmans. 8vo. pp. 185. New York: D. Appleton & Co. For sale by St. Louis Book and News Co.

We are indebted to Mr. P. B. Hulse, the general agent of D. Appleton & Co., located at 29 Washington avenue, Chicago, for a copy of this valuable little work. It is more than a mere dry

text-book of Botany. A writer in the *Liberal Christian*, who gives the work quite an extended notice, says:

"It is a book which will be a blessing to every child and teacher into whose hands it falls. The closing part, a chapter in nine sections, entitled 'The Educational Claims of Botany,' is addressed to teachers and adult persons, and contains more fully than the limits of her preface would permit, the author's views of education, its deficiencies as at present conducted, and its needs in view of these deficiencies.

"Turning to the part designed for teacher and pupil, we find it divided into four sections, viz: the Leaf, the Stem, the Inflorescence, the Flower. The object throughout is to dull the point of Agassiz's criticism: 'You study nature in doors, and when you go out doors you can not find her.' Here she is to be studied out of doors, or brought into the house in goodly quantities of specimens. The child is to be obliged to discover the peculiarities of the plant, and when he has himself discovered them, they are to be named for him. An important feature of the study is the use of schedules in which the results of observation are to be recorded. Beginning with one or two characteristics, the number is to be increased only when these are fairly mastered."

Mr. Hulse will be glad to make the acquaintance of teachers and others interested in educational matters.

Magazine Notices.

Appleton's Journal, as well as all of the other valuable publications of this firm, can be had of Mr. P. B. Hulse. Our friends will find him a pleasant acquaintance.

Our Young Folks.—We not only always notice, but read it through from beginning to end—puzzles, gossip "Letter Box," and all. The May number is marked by the want of one of Lear's Nonsense Poems, which have been so delicious a feature this year so far; this we count a personal grievance, which we beg the publishers not to suffer again.—Field Osgood & Co., Boston. \$2 a year.

The Radical for May will appear late, but is likely to prove an unusually attractive number. Among other articles of interest is a strong paper giving the "Evidences of Spiritualism," by one of its leading exponents, Hudson Tuttle; a review of "Mr. Abbot's Religion," by D. A. Wasson; "The Miracles of the New Testament," by M. H. Doolittle; "A sermon on Immortality," by the late Everett Finley; and some very appreciative pages on Walt Whitman's Poems, by an English lady.

The Weekly Mail, comes to us with a splendid likeness and biographical notice of Lieutenant Gov. Stanard; an il-

lustrated article on "Drilling in Grain;" a carefully prepared editorial leader on "Southwest Missouri;" and its usual choice presentation of matter, original and selected, on Temperance, Science and Art, Household, Educational, Religious, Fun for the Fireside, Random Readings, &c., &c. It continues its charming story, "Occupation of a Retired Life," and gives a complete News Summary and Market Reports.

In its next number it will commence the publication of another story, by Anthony Trollope.

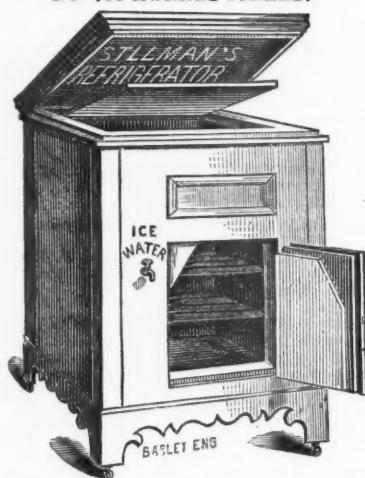
It is sent on trial for six months, for ONE DOLLAR. Address, A. P. George, 705 Olive street, St. Louis.

We learn from the *Woman's Advocate*, which, by the way, is one of the best of our exchanges, that our friend, Mr. Charles J. Woodbury, has taken the platform as a lecturer on educational topics, in Georgia and other Southern States. Mr. Woodbury is a gentleman of culture, a graduate of Williams College, Mass., with rare talent as a speaker or conversationalist. From the tone of the Southern press, he is evidently making a profound impression, wherever he lectures, and is always greeted by large audiences.

PRINTING AS A FINE ART.—We have received from Messrs. Geo. Bruce, Son & Co. of New York Type Foundry, a copy of their abridged specimen book for 1869. Those who are accustomed only to see such printing as comes from ordinary book, newspaper, or job presses, can have no idea of the exquisite work that common type are capable of producing. Page after page of the book, made up from precisely the same type this house sells to all printers, is a perfect delight to the eye, and surpassed by no engraving. Printing is surely among the most useful of the arts, but there is no reason why the production of these exquisite specimens of fancy and ornamental type should not take rank among the fine arts.

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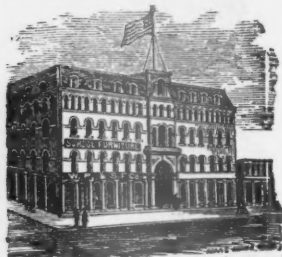
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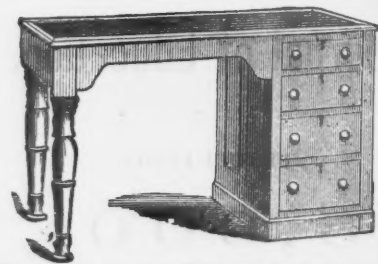
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